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*Biculturalism; *Bilingualism; Cognitive Development;

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Tutoring

IDENTIFIERS

California: *Project BEST; Sacramento

ABSTRACT

Childhood Bilingual Education Program of Sacramento, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project coordinator. (SK)

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PROJECT BEST

Project # 206 SACRAMENTO, CAlif.

Bilingual Education Applied Research Unit N.Y.C. Bilingual Consortium Hunter College Division 695 Park Avenue N.Y., N.Y. 10021

DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

Initial Proposal	2nd year data verified by project Coordinator, Richard P. Holland	t
2nd Year Continuation	, water a monand	
3rd Year Continuation	(on separate C.A.S.)	

Give Dates and Note if Evaluation is included in continuation.

Evaluation design	lst year	2nd year	3rd year
<u> </u>			
Interim evaluation			
Final evaluation	169	170	
Pre-audit			
Interim audit			+
Final audit		70	+
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2.6 Concurrent program cooperating with Title VII involves: 1-early childhood (pre K : K)

2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 2.6 n.a.

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3.3 Address of Project Sacramenta City Unified School District Sacramento, Calif. 95810 STATE .05 1-Alaska 11-Louisiana 21-Oklahoma 2-Arizona 12-Naine 22-Oregon 3 California 13-Massachusetts 23-Pennsylvania 4-Colorado 14-Michigan 24-hode Island 5-Connecticut 25-Texas 15-liontana 6-Florida 16-New Hampshire 26-Utah 7-Guara 17-New Jersey 27-Vermont 8-Idaho 18-New Hexico 28-Washington 9+Illinois 19-New York 29-Wisconsin 10-Indiana 20-0hio 30-Other (specify) 1.0 PROJECT HISTORY, FUNDING AND SCOPE 1.1 Year Project began under Title VII: 1.1 97 **(97)** - 1969 Project 07 - 1970 2.0 FUNDING (liark all that apply) 2.1 1-Any P. ION funding of EILINGUAL program, if Title VII continues or expands that program O-no prior funding mentioned 2.2 Year prior funding began 2.2 n.g. 2.3 Prior bilingual program involved: 2.3 D.Q. 1-early childhood (pre K + K) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 0-not specified 2.4 Source of prior bilingual program funding: 2.4 n.a. 1-local 4-university 5-federal (specify) 2-state 6-other (specify) 3-foundation 2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 0-no concurrent funding mentioned 2.6 Concurrent program cooperating with Title VII involves: 2.6 n.a. 1-early childhood (pre K + K) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 4-teachers 0-not specified 2.7 Source of concurrent funding, if cooperating with Title VII 2.7 n.a. program: 1-local 4-federal (specify) 2-state 5-other (specify) 5-found, blion miniors 3-university 2.8 \$ 100,000 2.8 Total Title VII grant (first year only) Total funds for concurrent program(s) cooperating with Title VII (Sirst year) 3.0 3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Sacramento state College (extension course)

		page	_
4.0 - SCC/E of PAOJE 4.1 Numbers of 1-one 2-two 3-three	schools involved in Titl	e VII program not specified	4.1 2
4.2 Total numb	per of students in program	A.First year D.Second year C.Third year	4.2 A 259 B 40.2 C
grade and (by second 2 u, b) Grade (FS)PreSchool K-Kndgtn	Number of Classes ool 45 Students	Number Grade Classe 7-grade 7 8-grade 8	of 4.3 PSK
1) grade 1 2) grade 2 3) grade 3 4-grade 4 5-grade 5 6-grade 6	11.2	10-grade 10 11-grade 11 12-grade 12 CTOTAL st	
3-Some cl	sses graded sses ungraded asses ungraded led, specify ages or grade	s grouped together:	4.4
5.1 Students cultural category	LES - STUDENTS (Socioling Dominant and Native languaffiliation (Indicate number and specify cultural affing information which is in	age interaction and ber of students in ea liation in box)	
1. Total Non-English Mother Tongue	I Non-English Dominant I N-E Dom - NEIT	II.Z-Dom - NEAT	NE don: I 245_61 NEMIT
2. Total English liother-Tongue		h·S·	Dem II ₂ .h.S
	I Total Mon-English Dominant: 245	I Total English Dominant: 15.7	Tetal 1-Dom 157 39 II= II ₁ · II ₂

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mi:

Non-English Dominant

English Dominant

grade and total number of students by grouped grade levels See (by second year) Xerox. Number of 4.3 PSK Number of 2 4, b Grade Classes Classes PS Preschool 45 students 7-grade 7 8-grade 8 PSK 125 TOTAL NO. students PS and A 9-grade > B TOTAL students gr. 7-9 (1)grade 1 11-grade 11 12-grade 12 grade 2 3)grade 3 12-grade 12 C TOTAL students gr. 10-12 4-grade 4 5-grade 5 6-grade 6 A 277 TOTAL students gr. 1-6 4.4 4.4 1-All classes graded 2-All classes ungraded 3-Some classes ungraded If ungraded, specify ages or grades grouped together:____ 5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic) 5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in-box) (Circle any information which is inferred and write INF.) Non-English Dominant - English Dominant 5.0 ... No. 5 1. Total I N-E Dom - NEIT II. E-Dom - NEIT ! NE dom' I Non-English Mother Tongue h.s. E don near near ne 2. Total English liother-Tongue h.s. Fin II2 hs ... Total Mon-English II Total English Total Dominant: 245

Dominant: 257 II= II + II 2 I Total Hon-English English Dominant : لَلْبُنِيْةِ Non-Inglish Dominant E-Dom N-EM N-E Dom N-EMT Non-English

Example: a native Spanish speaker Example a native Spanish Hother Tongue who uses Spanish in most contacts speaker who uses Spanish only in though he may know English familiar contacts, and English in all others; school, work. DePom - A.T. N-D Dom - MIT English Example: (rare) a native inglish Examples: I)a native E.speaking Mother Tongue speaking Puerto Lican child, _acculturated American who may born in New York who returns or int mow a second lang. to Puirte lico and becomes 2)a native E. speaking Spanish dominant liexican-American child who has a minimal receptive !mowledge of Spanish, but has a Latin culture affiliation

3.0 BILINGUAL PROGRAM DESIGN

The function of the Sacramento City Unified School District Bilingual Education Program for Early Childhood is designed for application in preschool, kinder-garten, and primary grade levels.

Bilingual instruction in language arts and social studies conceptual development provide the main focus for this project. In addition, extensive multi-cultural experiences will be utilized in both the formulation and implementation of behaviorally oriented instructional units designed for the target students.

The elements of the Early Childhood Biling al Education program are structured in a manner which will effectively utilize other federally funded projects, while providing the proper interfaces with existing, regularly prescribed district programs of instruction.

The unique focus of the Early Childhood Bilingual Education program are listed below:

Preschool: Development of social awareness and improved language facility.

Kindergarten: Continued language development activities,

concept formation, and social skills acquisition.

Continued emphasis, refinement, and application of bilingual language skills as related to cultural identity, self-concept, and group dynamics. Determinations at this time will be made with regard to bilingual mathematics

Instruction.

Parental Involvement:

Throughout each of the designated grade
levels, stress will be placed upon
increasing parental involvement and active
participation in the instructional and
extracurricular activities of the project.

At each of the above grade levels, formal Instruction will consist of two hour and fifteen minute modules. Specially selected personnel; ability/achievement groupings; non-graded structures; situationally adapted materials for instruction; adaptive instructional methods; and behaviorally oriented evaluation procedures define the operational parameters of the Sacramento Early Childhood Bilingual Education Project.

2

	B1 ilexican-Ameri	can		245		61 %		سبها	•	
	B2 Puerto-lican		52.		• •	· · · · · · · · · · · · · · · · · · ·				
	B3 Cuban		ВЗ.		• •	ىز				
	B4 Other Spanish	-American	_				:			
	(specify)		B4.	••••		**				
	B TOTAL No. of		B .				j s			
	speaking Amer	icans						ŕ		
		_	_							
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7	TOTAL number of	N-EIT tar	get	A 5				_	/	
	. a ents			245		.61	فرخ			
5.3	Ethnic identity population, if	specified,	by numl	ber and	per ce	ent.	iter. M	an warget	•	
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II	TOTAL number of other than targ		nts ion	.157		.39	Ç,	. <u>/</u>		
ı	Students' native from their domi Dominant language 1-English 2-Spanish	nant langu	age. (specif	fy) ent Nati	ve Lan	· ·	llumbe	***	Cent	
			• • • • • • •		* *, • • • •	•			~ • •	
5.5	Students Domine	ant Langua,	ge and l	Extent o	f Bili	nguali	sm			
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E	157 English	.39				_				
Ā	-0	٠, ١			. .					
37	American									
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	ver esem	,	••				• • •		• •	• • •
A4	other (spec	2.)					• • •		- • •	
B	245 Spanish	/						• • • •		• • •
		61		• • • •			• • • •	· · · · ·	• • •	
C	Portuguese	61	<u>رب</u>		• 40 • •	<u> </u>		 	• • •	• • • •
C D		61	·.	• • • •		ب	•••		• • •	•••
C D F	Portuguese	61		• • • •		ب	••••			
C D	Portuguese French Chinese	61	•••	••••		ب				
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C D F G H	Portuguese French Chinese Eskimo	61				ب				
C D F G H	Fortuguese French Chinese Eskimo ussian	61								

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2 Church 3 School

	inner city major city	-ghetto,barrio , town or subur m ecify)	%	ach) 5.8
В	. Socio-economi (indicate spe	c status of w-E ecific percent o y income, if me		2. h.s.
r		fic percent of cable (no EMT)	participating students low SES on the blank)	5.10 100 9e
(Proportion of m (Indicate specines not speci		in project	5.11 0 6/0
6.0 SOCIO	OLINGUISTIC SUD	NEX		,
6.1 Pr	roject states t	chat a socioling I for	II for	5.1 I O
2	was made will be made not mentioned	H-III group		
6.2 If		stic survey was	or will be made,	6.2 I ha. II ha.
	parents children teachers community others (Specify)			
1. †	rill be determi through various	ned by the externe	nt each language is use nication.	D children, C teachers) d in different domains always 6.3 A h.a.
-		E NON-ENGLISH L	•	B
DOMAINS: 1 Home 2 Church 3 School		· · · · · · · · · · · · · · · · · · ·		SPEAKING EADING WITTING
4 Work 5 Social 6 Neighb 7 film-1	lizing borhoc			
	nes ne			

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		•			
	6.4	If not included in survey, how was studetermined?	ident's language I N-ENT	e domina II	page 5 - I 1 3 II 1 3
		1)inferred by use of surname 2-established by formal testing of stu 3)assessed by informal means (specify 4-not mentioned how language dominance determined	dents		initial observation
	6.5	Sociolinguistic Survey includes: (checon An analysis to determine if an intering in the community, (e.g., a mixture which serves as a single system of a group of people). 1-yes 0-no	k all that appl rlanguage exist of two language communication f	S S	6.5 h.a
	•	sociolinguistic survey includes it	ous covering:		
	6.6	N-HiT parents' attitudes toward mai N-HiT in particular domains of use to English 1-yes O-no	ntenance of chi or complete shi	ld's ft	6.6 <u>n</u> .a.
,	6.7	ETT parents' attitudes toward their of the N-ETT language 1-yes	children's lea	rning	6.7 h.a .
	6.8	Children's own attitudes regarding they are learning and the speakers 1-yes . 0-no	the second lang of that languag	uage e	6.8 <u>. n.a</u> .
•	5 . 9	If not included in survey how were community attitudes toward N-HIT mandetermined? 1-will not be assessed 2-will be assessed, method not specifications are sociolinguistic survey (specify here).	intenance ified thod other that	n	6.9 <u>h.s</u> .
é	ó . 10	1-After sociolinguistic survey is made program? (specify) (e.g. transfer or programs) 0-not mentioned	e, how does it : raintenance in	influenc nstructi	e 6.10 n.Q .
7.0	STA	AFF SELECTION			
Kerox		Linguistic background of project teached (indicate non-English language in each Language dominance not specified	box)	if any i	nformation is not
	3.	Language dominance not specified Nother tongue not specified not specified whether monolingual of	ı	neading	d, cross out that and complete the the chart)
		I N E Dom. NEMT II E Dom A-lionolingual B-Bilingu N= N=	<u>a]</u>	7.1 I I	A No. 55
		Plan			_A

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	which serves as a single system of communication a group of people). 1-yes 0-no bookelinguistic salvey includes items covering:	for
6 . 6	N-EAT parents' attitudes toward maintenance of che N-EAT in particular domains of use or complete shows to English 1-yes 0-no	
6.7	EHT parents' attitudes toward their children's le of the N-EHT language 1-yes 0-no.	earning 6.7 h.a.
6.8	Children's own attitudes regarding the second larthey are learning and the speakers of that langual-yes 0-no	• •
6.9	If not included in survey how were parental and/ocommunity attitudes toward N-E/T maintenance determined? 1-will not be assessed 2-will be assessed, method not specified 3-has been or will be assessed by method other the sociolinguistic survey (specify how)	han
7.0 STAF	-After sociolinguistic survey is made, how does in program? (specify) (e.g. transfer or maintenance programs) -not mentioned F SELECTION	instructional
	inguistic background of project teachers, by number indicate non-English language in each box)	r in each category:
5a -d = 3	Language dominance not specified liother tongue not specified not specified whether monolingual or bilingual	(if any information is not specified, cross out that heading and complete the rest of the chart)
Ţ	NEMT N= N= N= N= N= N= N= N	7.1 I A No. 5 I B II A II B
Pro "w	Total Musber of Teachers N1.2 posal states that pre-school ill probably be bilingual". I hat classroom teachers were actual practice.	A 0-4 0-25-670 B 8-12 15-100 % Heachers Ther, however
in	hat classroom teachers were actual practice.	moinly monolingual

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TEACHER - BILINGUAL EDUCATION

PRE-SCHOOL (2)

QUALIFICATIONS, DESIRED

- 1. Bilingual--English & Spanish
- 2. Successful teaching experience with bilingual children
- 3. Possesses a valid California Élementary Teaching Credential
- 4. Course work in early childhood education
- 5. Demonstrates an understanding of child growth and development

RESPONSIBILITIES

Provides learning experiences that will assist the child to maintain his cultural identity and acquire the understanding and skills needed in the Anglo-American society

- 1. Knowledge of pre-school activities
- 12. Makes home visits when needed
- Continues formal education to improve understanding of methods needed to help bilingual children in their learning development
- 4. Utilizes materials and techniques found to be successful in the education of bilingual pre-school children
- 5. Works closely with regular school staff in coordination and articulation of the program
- 6. Provides experiences that will enhance the child's understanding of the Mexican culture
- 7. Maintains an attractive and meaningful learning environment
- 8. Plans and supervises the activitles of aides

TEACHER - BILINGUAL EDUCATION

KINDERGARTEN (4) (3 Paid for by District)

QUALIFICATIONS DESIRED

- 1. Bilingual--English & Spanish
- 2. Successful teaching experience with bilingual children
- Possesses a valid California Elementary Teaching Credential
- 4. Course work in early childhood education
- 5. Demonstrates an understanding of child growth and development

RESPONSIBILITIES

Provides learning experiences that will assist the child to maintain his cultural identity and acquire the understanding and skills needed in the Anglo-American society

- 1. Knowledge of kindergarten activities
- 2. Makes home visits when needed
- Continues formal education to improve understanding of methods needed to help bilingual children in their learning development
- 4. Utilizes materials and techniques found to be successful in the education of bilingual children
- Works closely with regular school staff in coordination and articulation of the program
- 6. Provides experiences that will enhance the child's understanding of the Mexican culture
- 7. Maintains an attractive and meaningful learning environment
- 8. Plans and supervises the activities of aides

TEACHER - BILINGUAL EDUCATION

PRIMARY	GRADES	(15)
---------	---------------	------

QUALIFICATIONS: DESIRED

- 1. Possess a valid California Elementary Teaching Credential
- 2. Knowledge and experience in teaching bilingual children
- 3. A desire to be a part of an experimental program and the ability to adjust to a reasonable amount of flexibility

RESPONSIBILITIES:

To organize and implement a bilingual-bicultural program with assistance from curriculum resource staff.

- Plans daily programs of instruction to meet the needs of individual students as are included in assigned class
- 2. Makes home visits when needed
- 3. Utilizes materials and techniques found to be successful in the education of bilingual primary children
- 4. Provides experiences that will enhance the children's understanding of the Mexican-American culture
- 5. Maintains an attractive and meaningful learning environment
- Plans and supervises the activities of instructional aides
- Provides instruction to adult representative of children enrolled covering child development learning experiences and understanding and use of Spanish and English languages

INSTRUCTIONAL AIDES

Pre-School (2) Kindergarten (2); Primary (7)

QUALIFICATIONS DESTRED

- A basic understanding of children and learning and an empathy for children operating in two languages
- 2. A desire to be a part of an experimental program and the ability to adjust to a reasonable amount of flexibility
- 3. Ability to work as a member of an educational team
- 4. Ability to assist with the supervision of students
- 5. Bilingual in speaking, reading, and writing Spanish and English

RESPONSIBILITIES

Under immediate teacher (pre-school or kindergarten) supervision; assists in the educational and child development activities of the school faculty

- Assists with normal classroom routines and lesson preparation
- 2. Helps the teacher to understand unique aspects of Spanish culture and community
- 3. Performs various instructional duties as assigned by the teacher
- 4. Assists children in practicing language, both oral and written
- 5. Assists with group and individual activities as planned with the teacher
- 6. Acts as liaison with the community in interpretating purposes and progress of bilingual program in fostering a better understanding between school and home
- 7. Performs other such tasks as may be assigned by teacher

7.2 Lingu	istic backgro	und of project aides	or paraprofes	sionals, by nu	mber:			
1	Language domin	ish language in each mance not specified not specified whether monolingual	or bilingual	(If any infor specified, of heading and rest of the	cross ou complete	t that		
		A Monolingual	E Bilingual	7.2	No.	%		
	-E Dom -EMT		7	I A I B II A	<u> </u>	100		
	Dom NT			II B II A II B				
	E Dom N-EiT		;	1	A O B Z	1000		
A Total Monoli		Total Number Bilingual	N Total Number of aides or paraprofessi	onals .	•			
	age(s) used by all that app	y bilingual program	toachors:		7.3	2_		
, 1-Bil	ingual teache	rs teach in only one	e language					
	1a-Bilingual dominant	teachers who teach language, whether th	in only one la at is their na	nguage teach : tive or secon	in their d langua	ge.		
	native la 1b- 1c-	teachers who teach nguage: only if native langu even if native langu -not specified	age is also th	eir dominant	language			
Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.								
0-lan	guage(s)u s ed	by teachers not spec	cified					
7.4 Language(s) used by bilingual program sides or paraprofessionals: 7.4 (Mark all that apply)								
1-Bilingual aides instruct in only one language 1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language. tilingual aides who instruct in only one lang. teach in their native language is also their dominant language 1c-over if native language is not their dominant language 1-O not specified 2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.								
0-lan	guage(s) used	by bilingual pro wa	ni aldos not sp	ocified				
7.5 Culturumbe	ral affiliati r and percent	on of teachers. aide	es. project dir	ector and eva Itural affili	luators ation.	<u>by</u>		

B. Aides No. % C. Proj. Director D. Evaluator(s)No.

A. Teachers No. %

N- <u>-</u> 271	•	7-7-	IIA	
II E Dom			II B	
evit	•,		II.A	
			II'B	
II E Dom	f	· · · · · · · · · · · · · · · · · · ·	٦ 1	A 0 0 B 7 100
1 N-EAT			:	B 7 100
	1	,,	İ	N 📑
		N Total Numb	per	,
A Total Number F	3 Total Number	of aides		
Monolingual	Bilingual	paraprofes		
Nonoring	7	7	-	

7.3 Language(s) used be (Nark all that app		ran toachers;		7.3
1-Bilingual teache	ers teach in only	one language		
1a-Bilingual <u>dominant</u>	l teachers who to language, whethe	each in only one er that is their	language teach native or seco	in their nd language.
	L teachers who to	each in only one	language teach	in their
native la	anguage: -only if native :	lowence is also	their deminant	lanmiage
10	-only if native . -even if native :	ranguage is arso	their dominant	language
	even if native . D-not specified	ranguage 15 110 t	CHETI COMMIC	Tan-Ban-Bo
1 001	J-not specified			
2-Bilingual teach regardless of who			nd second langu	age,
0-language(s)used	by teachers not	specified		
7.4 Language(s) used lark all that app	by bilingual <u>pro</u> ply)	gran cides or pa	raprolessionals	· 7.4 &
	_	•		
1-Bilingual aides				
1a-Bilingual ai	des who instruct	in only one lan	guage teach in	_
their domina	nt language, whe who instruct in	ther or not it i	s their native	language.
Cilingual aides	who instruct in	only one lang.	teach in their	native lang.:
1b-only if nati	vo languago is	iso their denine	nt Linguige	
	vo language is n	ot their dominan	t ranguage	
1-0 not specifi			, , ,	
(2-Bilingual aides				iage,
regardless of w	hich is their do	minant language.		
0-language(s) use	d by bilingual o	re van aldos hot	specified	
7.5 Cultural affiliat	ion of teachers	sides project	director and ev	valuators by
number and percen	t (Mark all tha	t apply) Specify	cultural affil	iation.
A. Teachers No. %	B. Aides No.	% C. Proj. Dir	ector D. Evalu	nator(s)No. %
<u>ns</u>	<u>v</u> 2	<u>ns</u>	<u> </u>	<u> </u>
				
		,		
O-not specified				

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7.6	Selection of N-MiT teachers from local community O-not specified No. % Number of N-MiT program teachers from local community and % of total N-MiT teachers.
7.7	Number and Proportion of teachers and aides of same cultural background as N-MIT students: indicate specific percent on the blank, or if specified descriptively, A = teachers B = aides 3-many 4-most 5-more than half 0-not specified
\ - -	Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, 7.8 1)
Xerex Copy 5a-L	n.squalifications not specified O-previous courses not specified 1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct 2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency previous teaching through N-ENT (in country where it is a native/native-language, in Peace Corps) 4. previous teaching in local area/live in the community petence 5. courses in N-ENT language structure and usage/linguistics or FL trainin courses in N-E literature/ or literacy in Spanish 7. inst be bilingual 8. any previous education through N-ENT/content of courses learned through 9. courses in methods of teaching N-ENT language/language development 10. courses in methods of teaching N-ENT language/language development 11. courses in methods of teaching content (e.g. nath)in N-ENT 12. certification in ESL/or experience teaching ESL 13. certification in teaching N-ENT 14. cross cultural courses 15. courses in the cultural heritage, values, deep culture of N-ENT or other cualifications, specify Tablecanse required
8.0 S	O-No staff training mentioned 8.1 A 2, 9 B 2, 9
8.1	The project is offering training for teachers A. For B. For Para- and /or paraprofessionals in the following areas: Teachers professionals (mark all that apply)
1-Er 2-Tr 3-X 4-Tr 5-lie 6-lie	Training indicated, but nature not specified aglish as their second language as their second language as their second language at teaching of X as a second language athods of teaching other academic subjects at language according to the second language analysis of the second language.
<u>_</u>	Stated goals of teacher training are: 8.2 II

3-many 4-most 5-more than half 0-not specified

See	7.8	Teacher Qualifications - Training and experience prior (Indicate number of teachers with each qualification, if given)	7.8 project	no.'s
	~	n.squalifications not spcified		
Xeke.		0-previous courses not specified		
COPY		1. teacher must meet a specified level of language	proficiency of	n a
	1	standardized proficiency test of the non-English	n language thr	ough
5a-		which (s)he will instruct		_
		2. teacher must meet a specified level of communication	ative competen	ce in
		the new English language determined by 8 SUFUCU	ured interview	lluencv
		3. previous teaching through N-MIT (in country when	re it is a nat	1AB 11c. 01 AG-
		language, in Peace Corps)		
		4. previous teaching in local area/live in the corr	nuni tre	petence
		5. courses in N-EIT language structure and usage 1	inquistics or	FL trainin
		6. courses in N-E literature or literacy in Spanis	,1.	
			ł	
		7. inst be bilingual 8. any previous aducation through h-HiT/content of	courses learn	ed through
		9. courses in teaching ESL/audio lingual approach		H-MA
		10 courses in methods of teaching N-AIT language/	language devel	oment
		11. courses in methods of teaching content (e.g. ma	ath)in N-ZiT	•
		12. certification in ESL/or experience teaching 23	īT.	
		13. certification in teaching N-MIT	~	
		14. cross cultural courses		
		15. courses in the cultural heritage, values, deep	culture of N-	MIT or
		other qualifications, specify		travel
		1 12 License required		
8	.0 ST	AFF DEVELOPMENT 8.1 A	2 9	
_		D.1 N		
		O-No staff training mentioned		 .'
	8.1		or B. For Par	ra-
		and for paraprofessionals in the following areas: Teach		
		(mark all that apply)		
		** **		
	n.s.	-Training indicated, but nature not specified		
	1-En	glish as their second language		
	(2)The	e teaching of English as a second language		
	_3-x 6	as their second language		
	4-1.10	e teaching of A as a second language		
	5-iie	thods of teaching other academic subjects		
	5ie	thods of teaching other academic subjects		
	Oin in	K language	*	
	(9) C	ontractive analysis of Eng. + Span.		
		- I I I I I I I I I I I I I I I I I I I	<u>8,</u> 9	
	ვ.ვ	Stated goals of teacher training are: 8.2 I	9 Stude	nts
	~	• • •	I N-EMT	II EMT
		derstanding of socio-cultural values , and practices or		<u> </u>
		oss-cultural training		
	3-Se	nsitivity to ethnocentricism and linguistic snobbery		
		areness of the social-emotional development of		
		rategies for accomodating the different learning	_ <u> </u>	
		yles of		
		rategies for cognitive development of		
	Bit:	rategies for reinforcing the self-esteem of		
	(8) Me	thods of cross-cultural teaching or teaching the		
	bicu	Itural component Teaching Bilingual child		
	(9)For	rmulation of pupil performance objectives		
		ethods of evaluation of pupil performance objectives		
		List specific courses if given (or Xerox and attach)		
	•	man absorted accress it Statil for Vetoy cild choscil)		

8.3 Methods of Teacher Training:	(Mark all that apply)	8.3 147
5-cross-cultural sensitivity tr	r suggestions to each other sfor feedback on how they are doing aining, t-groups	
als for joint lesson planning	•	1
toward eventual certification	essionals to receive course credit 1-yes 0-not mentioned 2-3-4 College units	8.5
8.6 Paraprofessional's role:		8.6 <u>3</u>
1-teaching whole class 2-teaching small groups 3-tutoring individually 4-clerical 5-contributing to bisultural class how? 6-liaison with parents	omponent	,
0 1 10: 3	and paraprofessionals is given by: A for teachers B for aides Extension by Sacra	course offered mento state College
8.8 Number and Proportion of pers are: 1-bilingual 2-bicultural 3-N-EMT (specify background)	connel giving teacher training who	8.8 1 NS
8.9 Training is provided: 1-during a summer session 2-during the academic year 3-other (specify)		8.9 <u>12</u>
8.10 Extent of training:	B (indicate no. of hours)	8.10 A 1 6 NS
A 1-approximately equivalent to a college course 2-more than one course 3-less than one course 4-other (specify)	6 monthly 7 bi-monthly	7
8.11 Number and Proportion of tea	chers attending training: specified descriptively, indicate:	8.11 12 100
0-not specified 6-m 1-100% 7-m 2-more than 75% 8-f	nost nany	•

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als for joint lesson planning: 1-yes 0- not mentioned
8.5 Project provides for paraprofessionals to receive course credit 8.5
    toward eventual certification: 1-yes 0-not mentioned
    How? (specify) Inservice - 3-4 college units
                                                                  8.6 3
8.6 Paraprofessional's role:
  1-teaching whole class
  2-teaching small groups
  3-tutoring individually
  4-clerical
  5-contributing to bisultural component
  6-liaison with parents
8.7 Training for project teachers and paraprofessionals is given by: 8.7 A . 5
    (mark all that apply) A for teachers B for aides
                                                 - Extension course offered by Sacramento State College
  O-not specified
  1-University faculty
  2-project's Master Teachers
  3-project's teachers
  4-other (specify)
8.8 Number and Proportion of personnel giving teacher training who
    are:
  1-bilingual
  2-bicultural
 3-N-HIT (specify background)
8.9 Training is provided:
  1-during a summer session
  2-during the academic year
  3-other (specify)
8.10 Extent of training:
                                    B (indicate no. of hours)
                                      5 weelily
 A 1-approximately equivalent to a
                                       6 monthly
7 bi-monthly
    college course
  2-more than one course
  3-less than one course
  4-other (specify)
                                                                   8.11 12 100
8.11 Number and Proportion of teachers attending training:
                         or: if specified descriptively, indicate:
                             6-most
  O-not specified
                             7-many
  1 -100%
  2-more than 75%
                             8-few
                             9-other (specify)_____
  3-50-74%
  4-25-50%
  5-1-24%
9.0 TEACHERS' ATTITUDES
 9.1 Teachers attitudes are assessed: (Mark all that apply)
  0-not mentioned
   1-to N-MIT language or dialect
   2-to N-EMT students - expectations of achievement
   3-to N-HiT culture
  4-prior to participation in bilingual project
   5-after project training
   6-after participation for a period of time in project
   7-through a questionnaire e-other (specify) attitudes toward and evaluation of
                     extension course
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10.0 STAFF PATTER	N.S
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10.1 Staff patterns: (mark all that apply) 10.2 Staff: Q-not specified 1 bilingual teacher 2 ESL teacher 3-bilingual coordinator 4-other (specify) or guidance counselor 6-other (specify)	apist
10.3 Average number of pupils per class: 0-not specified	10.3 25 for K
10.4 Average number of aides or paraprofessionals per class: 0-not specified	10.4
10.5 Average number of N-FIT or bilingual sides (or para- professionals) per clas: 0-not specified	10.5
10.6 Special aide to pupils having most difficulty in learning is given: 1-individually by: 3-teacher 2-in small groups 4-special remedial teacher 0-not specified 5-paraprofessional 6-parent tutor 7-older student tutor 8-peer tutor 9-not specified 10-no special help given	10.6 1,5
11.0 INSTRUCTIONAL COMPONENT - DUMATION AND EXTENT OF BILINGUAL COMP	
Xercy 11.1 Duration of Bilingual Education (policy) I II	II ₁
9a, b N-ENT language will be maintained in program: NE DON E DON (mark all that apply) O-not specified how long 1-as the alternative language of learning	e doll Nent
for as long as desired 2-as the medium of instruction for special subject matter (e.g. cultural heritage) 3-only for the length of time necessary for	
the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	11.1 I 2,3 II 2,3 II ₁ 2.3
11.2 How many years does project state is optimal for instruction for M-KiT group through M-KiT language to continue?	11.2
0-not mentioned if for a particular number of years: 1 2 3 4 5 6 7 8 9 10 11 12 13	
(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-ET and English in Pre-K, N-ET instruction should continue through high-school")	

ERIC *

	10.3 Average number of pubils per class: O-not specified	10.5
	10.4 Average number of sides or paraprofessionals per class: 0-not specified	10.4
*	10.5 Average number of N-FIT or bilingual sides (or paraprofessionals) per clas: 0-not specified	10.5
	10.6 Special aide to pupils having most difficulty in learning is given: 1-individually by: 3-teacher 2-in small groups 4-special remedial teacher 0-not specified 5-paraprofessional 6-parent tutor 7-older student tutor 8-peer tutor 9-not specified 10-no special help given	10.6 1,5
	11.0 INSTRUCTIONAL COMPONENT - DUMATION AND EXTENT OF BILINGUAL COMP	ONENT
Jee	11.1 Duration of Bilingual Education (policy)	Π_1
·	N-HIT language will be maintained in program: NE DON E DON (mark all that apply) NEMT ENT O-not specified how long 1-as the alternative language of learning	e doli Nemt
	for as long as desired 2-as the medium of instruction for special subject matter (2.g. cultural heritage) 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	11.1 I 2,3 II 2,3 II ₁ 3,3
	11.2 How many years does project state is optimal for instruction for N-HiT group through N-HiT language to continue?	11.2
	0-not mentioned if for a particular number of years: 1 2 3 4 5 6 7 8 9 10 11 12 13	
	(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-MT and English in Pre-K, N-MT instruction should continue through high-school") 1 = -2 =	
	Duration of Bilingual Education (in practice) (Mark all that apply)	I
٠		11.3 I 13 II 13 11 12
	I T-E DOM II E DOM II, : DOM/MENT	



Question 11.0

ABSTRACT

EARLY CHILDHOOD BILINGUAL EDUCATION PROJECT SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

The Early Childhood Bilingual Education Program of the Sacramento City Unified School District will continue its focus upon students whose home language is predominantly Spanish. During the second year of program operation, the Billingual Education Program will be enlarged to extend the application of the instructional services to include one additional grade level for the purposes of effecting a longitudinal demonstration of specialized instruction to target students for a second year.

The Early Childhood Bilingual Education Program will continue to be implemented in one public school, the Ethel Phillips elementary school, and one non-public school, the Holy Angels Elementary School. In these schools, preschool, kindergarten, and primary grades are included in the specialized supplemental services of this project.

Bilingual instruction in the language arts and social studies conceptual development provide the main focus for this project funded under Title VII of the Elementary and Secondary Education Act of 1965.

Concommitant functions of the specialized program in early childhood education described in this proposal include a continuing of efforts to strengthen parental involvement and community relationships as additional means for improving the educational opportunity of the predominantly Spanish speaking students in the Sacramento City Unified School District.

Implementation of the second year program will make possible continued research and demonstration in a practical program of bilingual education.



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3.1.1 FIVE YEAR PROJECT OBJECTIVES EARLY CHILDHOOD BILINGUAL EDUCATION PROGRAM

The objectives designated in this division of the project are designed to serve as minimum terminal performance objectives following the completion of five continuous years of participation in the instructional activities of this project.

3.1.1.1 Fifth Year Terminal Objectives for Spanish Speaking Children:

- Ingual education program, the previously designated, monolingual Spanish speaking children will demonstrate a facility equal to or above the mean on the California State adopted standardized achievement test for language.
- .2 At the end of five continuous years of participation in the bilingual education program, the monolingual Spanish speaking children will demonstrate oral English proficiency comparable to that of English speaking peers of equal age and grade placement.
- .3 Given a uniformly applied critericn reference test, the monolingual Spanish speaking children will demonstrate an ability to read, write, and speak Spanish at a level commensurate with grade placement in the educational system.
- .4 Given a uniformly applied understanding/attitudinal scale, the monolingual Spanish speaking children will demonstrate a knowledge of and tolerance for socially accepted performance standards predeminant in either the family or dominant societal cultures.

11.4	The curren	it projec	r with pe in	tit fect for s	i Thome		Mark.	
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11.5	Second la	nguage le	arning for B	inglish d	ominant	studen.	ts <u>is</u>	11.5 I ₂
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11.5	Second lang	hrough	grade:			domir	ant s	tudent	ts <u>is</u>		11.5	I ₂ 6.	
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	Learning in students is	projec	ted through	th gra	de:					<u>t</u>	11.6	6	_
(=)	not specifie	d/Grade	1 2 3	4 5	6	7 8	9 1	0 11	12				
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page 11

11.13 1-Program is one-way - only non-English Nother Tongue students (including N-EIT-English dominant). English liother tongue students do not receive instruction in a second language

11.13 2

0-no English Mother tongue students

(2-2 way - E.T learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English iff students

	11.14 lin. per day of instruction through N-EIN	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 5 of time per day of instruction through N-MM
Preli+	K 25	n.S.		Pre X ns
1	_		n s	
2			<i> </i>	2
3			* *	3
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10		·	1	
11	1		7	` 4 4
12		· · · · · · · · · · · · · · · · · · ·	•	112

11.17 Hixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 **D.S**

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupil during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

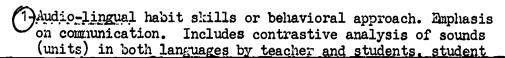
7-the teacher uses English and the paraprofessional then translates the same material for N-ENT pupils.

8-other (summarize)

12.0 HETHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1,20





	Min. per day	Total min. per	Subjects taught	5 of time per day
	of instruction	day of any	in second lang.	of instruction
	through N-HIT	instruction		through N-ATT
Preli+	K 25	n.S	m, 55	Pre K ns
1			5	
2	1	a		` ^ ` I
3				' ^ I
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11		** • • • • • • • • • • • •	1	
12	1		*	.12
			•	• • •

11.17 Hixed or separate language usage by teacher and/or aido ______ 11.17 hs in the classroom (mark all that apply)

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

- 4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
- 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- 6-constant switching from one language to another by teacher during lesson.
- 7-the teacher uses English and the paraprofessional then translates the same material for N-MIT pupils.

8-other (summarize)

12.0 HETHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1,29

- Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.
- 2-Transformational-cognitive approach
 Acquiring an understanding of the structural patterns or
 grammatical rules of a language.



					page 12	
	-inductive -generative approach perhaps of peers, and attempting call for the student to generation the way native language is accordingly in second language.	ng the ne te senten juired)	w languag ces – tes	e in situ t his und	ations w lerstandi	hịch ng.
2b	-deductive - the cognitive constudy and analysis of grammatic examples, i.e. answering quest to negative, declarative to in	cal struc ions, or	tures, th	en applyi ing affir	ing them mative s	through
2	-Grammar - Translation Method Formal study of rules of grammato second. Emphasis on reading it for oral communication.	er and tr g in seco	anslation nd langue	n from fin nge rather	rst langu r than us	nage sing
13.0	DOMINANT AND SECOND LANGUAGE S	KILLS SEC	UENCE			
	AL-M* Language Skills Sequenc (*Audiolingual Method: listeni	e ng, speak	ing, read	ling and '	writing)	
Note this Specified"	section lest not A	Non Eng d student in don F lang	lom Sin second lang	Eng dom	s B in	
	O not specified (Use not applicable (n.a.) if	project l	nas no En _l	g. dom. s	tudents)	
	econd language listening-speakin	g			13	1 IB DS
1-cc 1: 2-ai	oncurrently with dominant langualistening-speaking skills Iter a specified level of compe-	•	State of the		د هدهیه	
s! 3 - a	ency achieved in listening-speal cills in dominant language specified period of time after istening-speaking skills in dominations.				4- 2-20	
	anguace taught	Lile.ii0	Guille Affic		Q u s ilongili do	
	The state of the s		•		* 13	.2 IA hs
1-L:	M sequence followed: istening-speaking proficiency					IIA
2-13	recedes introduction of reading eading is taught concurrently	100 ID 1	•	514 All (B) red		IIB
3-L	ith listening-speaking skills earning to read overlaps learnin	ıg	n de de		-	
4-7	f listening-speaking skills here is some overlap between	****	0.110.100.10	⊕eradio dib.4 €	gaquelle é	
10	earning to read and to write			to allow all my	. ••••	
d e	stening-speaking proficiency termined by:				13	IB IIA
	eagure of listening_enegiring					
	easure of listening-speaking roficiency	• ***		to allow the sec	9-49	IB

to negative, declarative to interrogative, active to passive. C-Grantiar - Translation Method Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication. DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE AL-II* Language Skills Sequence (*Audiolingual Nethod: listening, speaking, reading and writing) Non Eng dom Eng dom Note this section left "not specified" ofter verification. students students A in don B in À in don B in lang second lang second lang lang not specified (Use not applicable (n.a.) if project has no Eng. dom. students) 13.1 Second language listening-speaking skills are learned: IIB DS 1-concurrently with dominant language listening-speaking skills 2-after a specified level of competency achieved in listening-speaking skills in dominant language 3-a specified period of time after listening-speaking skills in dominant language taught of the second 13.2 IA 13.2 ALE sequence followed: 1-Listening-speaking proficiency precedes introduction of reading 2-Reading is taught concurrently with listening-speaking skills 3-Learning to read overlaps learning of listening-speaking skills 4-There is some overlap between learning to read and to write 13.3 Listening-speaking proficiency 13.3 IA hS determined by: 13.4 IB bs

13.0

1-measure of listening-speaking proficiency 2-informal assessment by teache: 13.4 Second language reading skills are learned: 1-concurrently with learning to read in dominant language 2-after a specified level of dominant language reading competence achievement 3-a specified period of time after learning to read in dominant language (e.g. a specific grade) 4-before learning to read in dominant language

Academic content taught in the native language is used as the referential

second language learning

content of

2.

3 13.6 Reading readiness is determined by: 13.6 IA NS 1-test of reading readiness 2-informal teacher assessment IBIIA IIB 13.7 Grade level reading is expected: 13.7 IA 1-in first grade 2-in second grade 3-in third grade IIA 4-in fourth grade 5-in fifth grade 6-in sixth grade 7-other (specify) 13.8 Grade level academic achievement (math, science, etc.; in the 13.8 IE SECOND language is expected: 1-in the first grade 2-second grade 3-third grade 4-fourth grade 5-fifth grade 6-sixth grade 7-other (specify) 14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) I = N-EII = Edom dom students students 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects. 2 Second Tanguage learning is both a separate subject and also a medium of instruction for other subjects. 3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development. 4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language). 5-Different academic content is taught in the second language from that which is taught in the native language.

0-not specified

6-other (specify)

1	5.0 TREATHENT OF CHILD'S LANGUAGE:	Non Eng. students in dor. lang.				
	It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	و مقد عند		t-calculations .	t.	
	2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	and the state of t	مىللىدىن	ا محد عسد	*	
	3-Other (specify)	51 0 104	40-70-70			
	O-Not specified	m.mj.m1	·		, 	
C	16.0 MATERIALS				•	
-	16.1 Reading Materials-Types Reading Materials are: (mark all tha 1-Linguistically based (Herrill or Miami Linguistic	it apply)		II	IIB	
	2-Basal readers					
	3-Dialect readers					
	4-Experience charts (stories dictated by children)				-	
	2 :ade 2 3-Grade 3 .4-Beyond Grade 3	IA NA		11:. <u>V</u> (3	
	O-not specified	(Please	indiauto	on Ma	ne -) enggage learning:	
	16.3 The following are techniques and m O-none specified 1-pattern drills 2-dialog memorization Choral repetition Consumed instruction Stories read to children AUDIO VISUAL AIDES Ofilms, filestrips			· second_	K K K	
EDIC.	8-flannel or magnetic coards Orealia, graphic displays: to y \$ 10 records, tapes 11-listening centers 12-multi-media approach		ול ולולולון		7 7 7	
II Text Provided by ERIC	Experiential: (13-role playing				<u></u>	

	aiming toward child's eventual control of the standard form.	*****	0 -0-05-0	bearing an	BvBrods W	
	2-The child's language is corrected-					
	the teacher points out errors and demonstrates the standard form.	0-+Condition	-	الميدة عليه	8-ell-ridere	
	3-Other (specify)	\$1.00×0×0	*****	gungbrungh sak	manus f	
	0-Not specified			معبيب	\$-4-4-E	
See	16.0 MATERIALS					
Xerox Copy 14a	16.1 Reading Materials-Types Reading Materials are: (mark all tha 1-Linguistically based (ilerrill or Miami Linguistic readers, ITA, etc.) 16.1	t apply)		II.	IIB	
• •	^		·			
	2-Basa readers		•	******	*********	
	3-Dialect readers	****	•		- Control Control	
	4-Experience charts (stories dictated by children)		•	******	- Allendaria	
	16.2 If some reading material is in					
	the child's dialect, indicate ho. long it is used:	.			_	
		IA na		11." N	4	
	2-Grade 2 3-Grade 3					
	4-Beyond Grade 3					
	O-not specified	(Phense ind	ຄົດແລ້ວ	/ on 34	ne -)	
	16.3 The following are techniques and ma					rning:
	O-none specified		•	-		
	1-pattern drills	-	-			
	2-dialog memorization		•		·	
	(3)choral repetition (2)songs	- <u>-</u>			<u> </u>	
	programmed instruction					
	6)stories read to children	<u> </u>	•		1	
	AUDIO VISUAL AIDES Ofilms, filmstrips	_				
	8-flannel or magnetic woards	<u>س</u> د	-		4	
	Prealia, graphic displays: +o y S				14141 14141	
	10 records, tapes	<u></u>			-	
	11 listening centers (12) multi-media approach	<u></u>	=		<u> </u>	
	Experiential: Circuit T	U <u>–</u>	• .			
	13-role playing		_		<u>~</u>	
	14-puppetry		-			
	15-experience charts		-			
	16-primary typewriter		•			
	-	e				
	17-learning through direct experience	e	•		-	
	17-learning through direct experience with materials e.g. Montessori 18-activity centers-chosen by child	e	.			
	17-learning through direct experience with materials e.g. Montessori 18-activity centers-chosen by child (19) other (specify) Learning outside the classro	e	• •			
	17-learning through direct experience with materials e.g. Montessori 18-activity centers-chosen by child (19-other (specify) Learning outside the classroom (20-field trips	e	• •		<u> </u>	
	17-learning through direct experience with materials e.g. Montessori 18-activity centers-chosen by child 19-other (specify) Learning outside the classro 20-field trips 21- suggested TV programs	e	• •		<u> </u>	
	17-learning through direct experience with materials e.g. Montessori 18-activity centers-chosen by child (19-other (specify) Learning outside the classroom (20-field trips	om:	· · ·	٠ 4 .		

MATERIALS

8.0 FACILITIES, MATERIAL, AND EQUIPMENT

8.1 Facilities:

All arrangements for housing all classes of the bilingual education project will be a shared responsibility of the Sacramento City Unified School District and the Holy Angels Elementary School, through the utilization of existing classroom and supportive service spaces.

8.2 Materials:

The instructional requirements of the Early Childhood Bilingual Education project necessitates the development of specialized materials to meet the educational needs of the target population. Whenever possible, advantage will be made of currently available materials and the testing of the applicability of these available materials will be a concommitant function of this project operation. Particular consideration will be given to the selection and specialized uses of materials in each of the following major categories in support of designated project objectives and activities.

Perceptual development materials
Cognitive growth materials
Materials for social skills acquisition
Language development materials
Materials for physical/motor skill development
Bicultural library materials
Bilingually oriented audio-visual materials
Appropriate testing and evaluation materials

8.3 Equipment:

Equipment solected for use in the classrooms of the Early Childhood Bilingual

Education Project will have capabilities for application in individual and

small group instruction and play activities. Items which have been demonstrated

as being particularly effective in the coordinative and social development of



bilingual children include at least the following:

いてきないとは、日本の教育をからなるないのできないというできないというというないというというないないできないないできないできないできないできましているとうと

Tape recorders
Record player
Listening centers
Projection equipment
Balance beam and motor development equipment
Specialized furniture (classroom and office)
Instructional toys

In addition to those items noted above, closed circuit television/video tape recording facilities will be utilized in the implementation of this project. Standard support equipment will be provided, as in the instances of regularly established classrooms, by the Sacramento City Unified School District.

•					
16.4	The sources of Non-English mate (mark all that apply) O-not specified	erials and	textboolis are	:	16.4 <u>1,2,3,</u> 7,8
(2-comme. Lially prepared and pub N-E is the native language developed by the project's or	olished in wn bilingua	countries when		···
(developed by the staff of and 5-developed in conjenction with 6-developed by or with members 7 are culturally appropriate for (specify how this is determined)	n project p of N-EWT c or N-E cult	arents ommunity	(specity wi	cn/
(8) are cross cultural 9) commercially prepared and pub 10-are translations of U.S. tex 11-are coordinated with materia curriculum	cts		subject	
	(12-other (specify)	•			
16.5	The specific bilingual/bicultur component are: O-not specified		ls used in the	e language	16.5 N S
	1-xerox attached-page and docum	ment			,
17.0	STUDENT GROUPING				
	Student grouping; mixed or sepa groups: (mark all that apply) O-not specified Pupils of both linguistic group always mixed for all learning	s are:	dominant lan	guage	17.1_ <u>2,4,</u> 5
(2 mixed for language learning 2-mixed for some academic subje	ect learnin	æ		
	mixed for non-academic learni	ing; art, m	usic, gym, hea		•
,	5-separated for native and second dominant language groups *6-separated for most academic salanguage groups	• •	_		
n	7-never mixed for language or of 8-other (specify) .a (no I.T students) (Sepa	ther acade	for ESL	instruc	ction)
17.2	Students are grouped for langua (mark all that apply) Q-not specified	age instruc	tion:		17.2 1, 2, 5
6	(1)total class (2)small groups (specify size) (3)individual instruction	44,1	20	ganderstanderske	
17.3			Students II Eng dom EMT	II Eng dom	
4	1-by age 2-by native language		<u> </u>	1	
((ex. level of reading shill)			<u></u>	
	n.a. not applicable (no E.dom/NEHT)	rado - directivida	**********	vende	

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18.0 TUTORING

#8.1 Student Tutoring is: (mark all that apply)

18.1_6

```
(specify how this is determined)
    8 are cross cultural
     9-commercially prepared and published in the U.S.
    10-are translations of U.S. texts
     11-are coordinated with materials used in the regular subject
      curriculum _
     12-other (specify)
16.5 The specific bilingual/bicultural materials used in the language 16.5 \(\infty\) \(\S\)
     component are:
     O-not specified
     1-xerox attached-page and document
17.0 STUDENT GROUPING
                                                                      17.1_ 2,4,5
17.1 Student grouping; mixed or separated into dominant language
     groups: (mark all that apply)
     O-not specified
     Pupils of both linguistic groups are:
       always mixed for all learning
    2 mixed for language learning
      -mixed for some academic subject learning
    mixed for non-academic learning; art, music, gym, health
    (5) separated for native and second language learning into
       dominant language groups *
     6-separated for most academic subject learning into dominant
       language groups
     7-never mixed for language or other academic learning
   8-other (specify) (Separated for ESL instruction)
17.2 Students are grouped for language instruction:
                                                                       17.2 1, 2, 3
     (mark all that apply)
                           A-more than by the time B Less than by the time
     Q-not specified
    (1)total class
     2)small groups (specify size)
    (3-)individual instruction
17.3 Criteria for grouping:
                                              Students
                                                           H<sub>1</sub>Eng dom
     O-not specified
                                              II Eng dom
                                I Non Eng
                                                 MI
                                                              NEIT
                                    dom
     1-by age
    by native language
    3-by dominant language
    4-by language proficiency (ex. level of reading skill)
     n.a. not applicable
         (no E.dom/NEMT)
18.0 TUTORING
38.1 Student Tutoring is: (mark all that apply)
          no-not mentioned .
           0-type is not specified
           1-inter-ethnic (N-Eff student tutors Eff students)
           2-intra-ethnic (N-EMT student tutors N-MiT)
           3-done by older children (cross age)
           4-done by peers (same age)
           5-other (specify)
           6 college students
18.2 Paraprofessionals or aides give tutoring or instruction as follows:
           O-area not specified
           1-inter-ethnic (N-ET aide tutors ET student)
          (2) in the acqusition of native language shills
            In the acqusition of second language skills
          4-in other academic subjects
```

ERIC

page 16

18:3 Parent tutoring: (mark all that apply) no-not mentioned

18.3 4, 5, 6, 7

0-type not specified

1-inter-ethnic parent tutoring is used 2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:

3-in the home by a home-visiting teacher

4in an adult education component

in school through observation and guidance of teacher bas parent volunteers who tutor during the school day materials are provided for use in home by parents 8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2, 3, 4, 5, 6, 8

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

flexible or modular scheduling

4 small group instruction 2 individualized learning

6-open classroom

Eguided discovery and inquiry

a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

Q-method not mentioned

20.1_1)structured envirionment rich with materials child can manipulate

order, compare, match for perceptual-motor development

2)non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

3 labeling and discussion of concepts related to time, space, distance, position

(4) labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors. sizes)

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's

guidance rather than teacher demonstration. 6-direct experience of math through discovery rather than instruction 7-other (specify or xerox) p. no. and document:



materials are provided for use in home by parents 8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2, 3, 4, 5, 6, 8

The stated curriculum pattern of the bilingual project: 1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state. There are other modifications whithin the curriculum of bilingual program which differ from traditional, typical Jurriculum such as: (mark all that apply) (2)-a non-graded classroom: pupils of different ages are grouped together during part of the school day flexible or modular scheduling 4) small group instruction 5)individualized learning 6-open classroom Eguided discovery and inquiry a curriculum which is both child and subject-centered 9-others (specify) 10-if the program includes activities which complement experiences children encounter in the home, community

and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: O-method not mentioned (1) structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development (2)non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction 3-labeling and discussion of concepts related to time, space, distance, position 4) labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes) 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction 7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

0-method not mentioned

1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades



21.0 SELF-ESTEEM

21.0 2,34,56

Stated methods of project compenent expected to increase self-esteem: no-self-esteem not mentioned as an objective

7,8

O-self-esteem is an objective but methods not specified Teacher encourages pupil to verbally express his feelings:

1-through role-playing

(23)puppetry

3- anguage-experience approach: students dictate stories from vieir own experience

4 teacher accepts, aclmowledges ideas and feelings

(5) teacher encourages non-verbal expression of child's feelings through painting, music, dancing

6 teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

7) teacher provides experiences leading to competency and

success

teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

94 ther (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older puils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

22.0 LEARNING STRATEGIES

22.0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox)

Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

O-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 1-bilingual alone

2-bilingual and bicultural

3bilingual and multicultural

23.1 3, 6



teacher accepts, acknowledges ideas and feelings
teacher encourages non-verbal expression of child's feelings
through painting, music, dancing
teacher provides experiences in which the various ways that
children act are accepted by the teacher; their actions are
discussed and the children are encouraged not to make fun of
"different" ways
teacher provides experiences leading to competency and
success
8-teacher provides experiences where occasional failure is

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

acknowledged as part of everyone's experience; second

9-other (specify) (xerox or summarize) document page π''

10-pupils act as tutors for other pupils

attempts are encouraged

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older puils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

22.0 LEARNING STRATEGIES

22.0 6

23.1 3, 6

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

O-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

1-bilingual alone

2-bilingual and bicultural

3bilingual and multicultural 0-not specified as to which of the above

4-an ethnic studies program is included in the bilingual program 5-art, posters, realia, crafts of both cultures are exhibited in

the classroom

6-)anguage and cultural content are integrated 7-other (specify)



23.2 Cross-cultural awareness: If project mentions specific value N-MIT culture, please summarize be rd in document -not mentioned	low: (or attach xerox)
23.3 1-if project mentions efforts to de either or both groups, describe b 0-none mentioned	
23.4 In the bicultural compenent knowledge involves (mark all that apply) 0-no bicultural component mentione 1 Humanistic aspects of culture: in (oral or written), achievement of movements 2 Historical-cultural heritage of and science 1 Deep' culture: family patterns 4 Itemization of surface aspects of holidays etc. 5-A specific culture only e.g. one 6-Various cultures of same ethnic/speaking peoples) 7-A third culture different from Norther (specify)	d deals and values, literature f particular people or politcal the pastcontributions to art and contemporary way of life. f a countrygeography, dates Indian tribe linguistic group (i.e. Spanish-
23.5 American culture is defined: 0-not specified 1-narrowly: primarily Anglo-Saxon 2-oroadly: ethnic pluralism of Ame contributions of various ethnic 3-other(indicate document and page elaborate in your own words	ricamulticultural groups discussed
24.0 COMMUNITY COMPONENT 24.1 Bilingual libraries are provided for group not specified project children adults of the project community teachers no-bilingual library not mentioned	•

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23.41,2,3,4,7 23.4 In the bicultural compenent knowledge of the N-HIT culture involves (mark all that apply) Q-no bicultural component mentioned (1) Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements (2) Historical-cultural heritage of the past--contributions to art and science 1) Deep' culture: family patterns and contemporary way of life. Itemization of surface aspects of a country-geography, dates of holidays etc. 5-A specific culture only e.g. one Indian tribe 6-Various cultures of same ethnic/linguistic group (i.e. Spanishspeaking peoples) A third culture different from NEIT or III 8-Other (specify) 23.5 2 23.5 American culture is defined: 0-not specified 1-narrowly: primarily Anglo-Saxon orientation 2-broadly: ethnic pluralism of America -- multicultural contributions of various ethnic groups discussed 3-other(indicate document and page number for xerox) or elaborate in your own words 24.0 COLLULITY COLPONENT 24.1 1,3 24.1 Bilingual libraries are provided for: Ogroup not specified (1) project children adults of the project community (3) teachers no-bilingual library not mentioned 24.2 An ethnic studies library is provided for: 0-group not specified 1-project children 2-adults of the project community 3 teachers no-ethnic studies library not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in

O-none mentioned

either or both groups, describe below: (or xerox-document page/#)

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 0-method not specified no-no provision for informing community 1 abilingual newsletter $\{a \text{ mon } | \text{lingual newsletter} \}$ 3)news sent to mass media. _if articles included with project, check 4 5) bilingual fliers sent home 6 formal meetings Z-informal meetings open to entire community Emeetings conducted in both languages 9 home visits 10-other (specify) 11-project director personally involved in program

24.3<u>3,5,6,</u>8,9

24.4 Community involvement in the formulation of school policies and programs is sought through: 0-type not specified Xerox no-not sought Copy 19a-Chexisting community groups working with program bilingual questionnaires 3-community-school staff committees Community advisory groups (3) formal meetins open to the entire community 6-informal meetings with community groups 7-other (specify) 8-project director personally seeks involvement of community in program. specify how

dissemination. specify how

24.4.1,2, 4, 5

24.5 The school keeps informed about community interests, events and problems through: no-no mention of school seeking to be informed about community 1-meetings open to the entire community conducted in both languages 2-community representatives to the school 3-bilingual questionnaire sent to the home 4-home visits by school personnel Spanish weekly newspaper; Spanishtv programs -Coordinator participates 5-other (specify) 0-method not specified

24.6 The school is open to the community through: 0-not mentioned no-school is not open to community for community use 24.6 1, 2, 4

(1) opening school facilities to the community at large for use after school hours and on weekends Providing adult education courses -in-service training program \$ 3-other (specify) parents participated in classroom observation



7-informal meetings open to entire community

8 meetings conducted in both languages

9 home visits
10-other (specify)
11-project director personally involved in program dissemination, specify how

24.4 Community involvement in the formulation of school policies

and programs is sought through:

0-type not specified
no-not sought

Copy 19-Clexisting community groups working with program

2bilingual questionnaires
3-community-school staff committees

community advisory groups

formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)

8-project director personally seeks involvement of community
in program. specify how

24.5 The school keeps informed about community interests, events and problems through:

no-no mention of school seeking to be informed about community

1-meetings open to the entire community conducted in both languages

2-community representatives to the school

3-bilingual questionnaire sent to the home

4-home visits by school personnel

5-other (specify) Spanish weekly newspaper; Spanishtv programs
0-method not specified

Coordinator participates

24.6 The school is open to the community through:

O-not mentioned

no-school is not open to community for community use

Opening school facilities to the community at large for use

after school hours and on weekends

Oproviding adult education courses -in-service training programs

other (specify)

Opening parents participated in classroom observation

25.0 INPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1, 2, 3, 4, 6

27.1 Project mentions description or dissemination of the bilingual programs

25.1 1, 2, 3, 4, 6

4-video-tapes 5-films 6-visitors to observe the program



9.0 PARENT AND COMMUNITY INVOLVEMENT AND ADVISORY COMMITTEE FUNCTIONS

The Sacramento City Unified School District Bilingual Education project is fully aware of the need for lay citizen participation in Federally funded programs of education. To achieve a broad base of parent and lay citizen participation and acceptance of the tenets of this program, a plan for parental and community involvement and advisory committee participation has been developed.

9.1 Parental Involvement:

Parental involvement experiences in the first year's program Operation will be expanded into each of the designated grade levels provided for in this project. The intent is to provide for actual instructional involvement of parents during the early development of the child's education. To accomplish this, parents will be brought into the classroom to observe the concepts being developed. In addition, they will be provided in-service education as a vehicle for developing understanding of the chiectives of the bilingual program and such transitional experiences as are necessary for entry into the regular school program.

Parental involvement in the primary grades, however, will not be as structured as that in the preschool and kindergarten. The intent of parental involvement in the primary grades shall be designed to provide positive reinforcement of the objectives and instruct anal experiences of the bilingual program. The extent of this involvement shall focus upon assisting children with continuing their education in the home during out-of-school hours. It is anticipated that continuing parental involvement during each successive year of project



operation will result in a core of knowledgeable persons in bilingual education, supportive of the tenets of this program.

9.2 Community Involvement:

In order to achieve greater community understanding of the objectives of this project and the methods for implementation, project personnel will initiate a planned program of community involvement.

General orientation sessions concerning ways in which individual citizens and local agencies can assist in enriching the instructional program will be presented. These sessions are intended to increase community awareness of the values of a bicultural community.

Surveys of local agencies and individuals for the purpose of identifying those resources which may be utilized in enriching the instructional program also will be completed.

The Project Director will participate in meetings of local agencies and with groups of concerned citizens for the purpose of explaining the intent of the bilingual program and eliciting support from these individuals and/or groups.

9.3 Advisory Committee Functions:

Through activities of the Title VII Advisory Committee, information relative to the objectives and instructional opportunities provided by this project will be disseminated to the community. The advisory committee will assist project staff in on-going assessment and modifications of program activities. Also, this committee will provide a resource base for bringing relevant personal experiences into the classroom setting.



The Advisory Committee for the Early Childhood Bilingual Education project shall consist of 15 representatives from agencies, the parent group, and interested lay citizens. Not less than 8 of these representatives shall be parents of participating Mexican-American students. Further, the membership of the Advisory Committee shall have, as ex officio members, representation from the administrative and instructional staffs of the project schools and classes, Title I, and of the district central office.

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~25.2 P	Project's impact: 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program 2-Project mentions other schools in the local educational system have started bilingual programs 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs	25•2 <u> </u>	<i>1, 2</i> , 3
26.0 R	OLE OF EVALUATOR		
U	valuator has field tested, on a group of children who are of he same language, culture and grade levels as the children in he bilingual program: 0-not mentioned 1-published measures 2-staff developed measures 3-staff translations of published measures 4-staff adaptations of published measures	26.1	2
	valuator has personally observed students in the program: 0-not mentioned no-never 1-bnce or twice during the year 2-more than twice 3-regularly 4-other (specify)	26.2	1
	valuator has met with teachers: 0-not mentioned no-never 1-once or twice during year 2-more than twice 3-regularly 4-other (specify)	26.3	3
27.0 EV	VALUATION PROCEDURE		
(0-not specified 1) A comparison group has been chosen 2-A comparison group will be chosen	27.1	1
(((O-not specified (mark all that apply) Pre-tests have been given to project group or sample "will be "" Post-tests have been given to project group or sample "will be "" Pre-tests have been given to comparison group "will be "" Post-tests have been given to comparison group "will be "" Post-tests have been given to comparison group "will be "" "" "" "" "" "" "" "" "" ""	27.2 <u>.</u>	<u>3,5,</u> 7

